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ABSTRACT

This curriculum provides materials for a training program designed to enable front-line supervisors and union stewards to minimize production disruptions stemming from ongoing, unresolved conflicts among production workers. The program accomplishes this goal by giving participants the tools and confidence to design, implement, and run a process for handling disputes. Introductory materials include the program goal, approach, and content and the training program outline with goals, basic philosophy, staff, materials for participants and for trainers, proposed format, and timeline. A section provides these components for each of eight sessions: topics, objectives, materials, session activities, and notes for the trainer. The eight sessions cover the following: (1) introduction, motivation, and organization; (2) detecting problems, exploring new solutions; (3) understanding the others' perspective; (4) fact finding skills: listening, communication with partners; (5) understanding conflict management styles; (6) grievance process and relationship to shopfloor problem solving; (7) problem-solving practice; and (8) creation and implementation of a dispute resolution process. The appendix contains the handouts for all sessions, transparency masters, and poster designs. (YLB)

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ED 425 294

UNITE AND MANAGEMENT TRAINING PROGRAM

FOR

WORKPLACE COMMUNICATION & PROBLEM SOLVING

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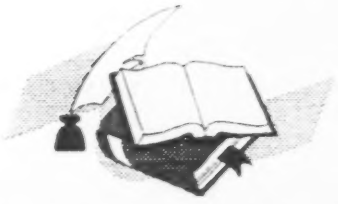
FOR

THE WORKER EDUCATION PROGRAM
CHICAGO TEACHERS' CENTER
OF NORTHEASTERN ILLINOIS UNIVERSITY
AND
UNITE



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UNITE and MANAGEMENT TRAINING PROGRAM for CONFLICT MANAGEMENT

Sanda Kaufman, Ph. D.

❒ GOAL

This program aims to enable front line supervisors and union stewards to minimize production disruptions stemming from on-going unresolved conflicts among production workers. The program accomplishes this goal by giving participants the tools and the confidence to design, implement and run a process for handling disputes.

❒ APPROACH

The approach taken in this program assumes that participants are informed and invested in their organization, so they can design procedures that will satisfy the needs of the organization and its members. Therefore, the program trains participants in recognizing their own ability to solve problems and in devising, reviewing and updating procedures best suited for their circumstances. This approach empowers the participants and equips them with tools to deal with new situations as they emerge. As a result, participants own the solutions they design, which increases commitment and implementation success. Program design, curriculum and implementation details follow.

❒ CONTENT

a. PROGRAM DESIGN

The content of this program is tailored to the circumstances of participating organizations. The prototype is written for front line supervisors and union stewards at the Joseph & Feiss garment plant in Cleveland, Ohio. Their input was collected in a needs assessment effort that includes discussions with organization members at their sites (plant floor supervisors, plant managers and members of UNITE) and with the Worker Education Program consultants. The information needed for curriculum design includes types and frequency of disputes, current ways of handling them, the sources of dissatisfaction with the current situation, desirable outcomes and identification of daily routines that can enable incorporation of conflict management.

b. PROGRAM CURRICULUM

The curriculum consists of materials regarding organizational conflict, communication and problem solving skills, and steps toward the design, implementation, and review of a dispute resolution process. The detailed curriculum will be finalized after discussions with participants, in order to tailor the content to organizational circumstances.

c. PROGRAM IMPLEMENTATION

Program implementation includes a scripted generic set of steps for tailoring training to specific organizations. Materials are drafted for each of the program sessions. Model session content and suggestions for the use of materials will also be scripted. Prospective trainers will be introduced to the principles of the program and will review materials, discussing ways to adapt these to specific clients.

TRAINING PROGRAM OUTLINE

❒ GOALS:

- **Empower** floor workers to resolve problems cooperatively, through knowledge, skills and attitudes, where

- *Knowledge* includes what is conflict resolution (basic definitions)and why it is needed;
- *Skills* consist of recognizing conflict situations, assessing them, and devising options for handling them jointly with all involved;
- *Attitudes* refer to viewing conflicts as opportunities for change rather than inherently negative.

- **Foster** a joint problem solving climate on the plant floor, meaning

- everyone understands the process, its objectives, steps and benefits;
- those involved know their options and participate fully;
- union stewards and floor supervisors model good problem solving practices

- **Benefit** plant and union by handling disputes at floor level through

- fast and satisfactory dispute resolution;
- few production disruptions;
- a screening of problems so that few reach upper management for discipline or the union for grievance.

❒ BASIC PHILOSOPHY:

- Knowledge empowers and fosters participation and cooperation.
- People involved in a situation know best how to solve it if given opportunities.
- Participation in the design of a dispute resolution process ensures a good fit with needs and abidance by the rules.
- Long-term success depends critically on maintenance of skills and resolve to use them, and on rewards for making wise choices.

❒ STAFF:

- 1 trainer, union rep. and company rep. (UNITE and company staff) and possibly one observer who can occasionally take notes or help run exercises.

❒ MATERIALS:

- For participants,

  - name tags and cards;
  - means of taking notes and keeping the materials organized;
  - handouts for specific exercises;
  - session plans;
  - program outline.

- For the trainers,

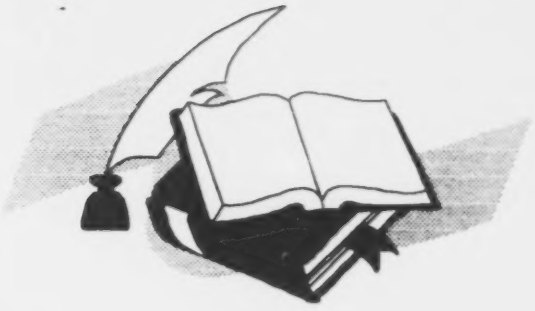
  - flipcharts;
  - markers;
  - overhead projector;
  - overheads of key materials
  - folder with training materials and pages for session notes.

❒ **PROPOSED FORMAT:** at least eight 2-hour sessions (16 hours) for union stewards and supervisors. This time schedule may be revised according to the groups' needs.

Note: Sessions beyond the eight detailed below (up to 22 hours) would be held with the assistance of UNITE and plant staff, since they would focus on understanding contracts and following plant and union procedures already in place.

❒ TIMELINE:

SESSION	TOPIC
1	**Introduction:** motivation, expectations, what this is all about. (Union and company representative,plant manager and Business Agent or regional director level should be at first session to express mutual support for process. This is important for legitimizing the skill set.)
2	**Detecting Problems, exploring new solutions:** Discuss floor problems and how they are now handled.
3	**Understanding the Other's Perspective:** "Walk in Someone Else's Shoes"
4	**Fact finding skills:** listening, communication with partners.
5	**Understanding Conflict Management Styles**
6	**Grievance Process and relationship to shopfloor problem solving** (with UNITE & Plant staff).
7	**Problem Solving Practice:** problem solving for floor disputes.
8	**Creation and Implementation of a Dispute Resolution Process:** design process steps, roles, responsibilities.



SESSION DESCRIPTION

TOPICS

OBJECTIVES

MATERIALS

SESSION ACTIVITIES

❒ NOTES FOR THE TRAINER

SESSION 1

TOPICS: Introduction, motivation and organization

- Acquaintance
- Motivation
- Expectations
- What this program is all about
- Incentives for all to try out a new way
- Highest level plant manager and union representative should kick off program, so support for the change to problem solving style is seen to come from the top.

OBJECTIVES

1. Introduce participants to each other and to the workshop.
2. Create curiosity and motivation to participate.
3. Turn participants into partners who will own the workshop.
4. Participants understand why conflict management workshop is supported by union and company.

MATERIALS

Markers, flipchart, paper.

Handouts:

- Program list of goals and plan
- Session objectives and outline
- List of participants by name and role in the plant
- Folder with notepaper and pencil for each participant
- Name tags and name cards to be set in front of each participant so they and the trainer can call each other by name right away

SESSION ACTIVITIES

1. Introduction (40 minutes): get acquainted with the participants and their roles; have them present themselves to the group and ask for details such as:
    - ◊ the length of time they have spent at the plant
    - ◊ the length of time in their current position
    - ◊ what they expect from this workshop -- what they think it's about and what they would consider a success (record answers in short-hand, transcribe and refer to this list at the last session). Trainers also present themselves saying something about what they do in general and the role of facilitator they will play in this workshop.
2. Overview of Conflict Management (20 minutes) Discussion on how conflict management fits into shifting climate for labor relations. What it is. What it isn't. Plant Manager and Union Rep. should be part of this discussion. Brief discussion of the need to solve grievances at earlier levels.
3. BREAK (10 minutes).
4. Brief outline of the program (15 minutes): describe the goal of enabling floor problems to be solved at floor level through a problem-solving approach that requires special skills, a special attitude, and a support system to be designed by participants during the workshop. Use as much as possible words the participants have used when discussing expectations.

    Mention disputes as part of any work environment. This program will not reduce them but will help handle them more effectively by helping supervisors and union stewards form partnerships and devise strategies to:

    - ◊ recognize a brewing problem
    - ◊ understand how people feel
    - ◊ avoid pitfalls that aggravate the situation
    - ◊ form a partnership to de-escalate problem and clear obstacles to solutions
    - ◊ contribute to a problem solving climate
5. Create a pattern that will hold across all sessions (5 minutes): tell about today's session plan and objectives, and how the session fits in the whole program; ask participants to keep all notes and handouts in their folder for future reference. Explain that the key to success of this program is active participation, which means:
    - asking clarifying questions whenever needed
    - contributing ideas and sharing thoughts and feelings
    - attending all sessions
    - sharing in the responsibility to make the workshop a success through constructive feedback in session evaluations
6. Discussion (30 minutes): ask participants why they think it might be useful for them to be able to solve most problems at floor level ("What's in it for me?"). Probe whether they can see any disadvantages, but stress elicitation of positive consequences to themselves and others. Refer to differences between current procedures and this new approach. Conduct the discussion freely and record answers.
7. Wrap-up (5 minutes): review the main points of today's work, what has been accomplished, and what will happen at the next session.

❒ NOTES FOR THE TRAINER:

- Stress at the beginning and end of the session the fact that the participants have the knowledge. This program reviews some skills they have already developed. The program is designed to pull these skills and knowledge together to design jointly a set of steps that will help handle emerging floor problems cooperatively. The trainer is a facilitator of this process.
- For all the discussion segments try to map the class in terms of talkers and quiet participants. Call on those who seem quiet, asking what they think. All need to participate in order to achieve ownership of the final product.
- Try to assess whether the language is clear and make note of words related to plant activities that come up often (they should be incorporated into later sessions whenever appropriate).
- Keep in mind the importance of the high level of visual union and management support. If the workshop seems to be merely an intellectual or emotional exercise without deep commitment from the leadership results will be unfavorable.

SESSION 2

TOPICS: Detecting problems, exploring new solutions

- What are some problems related to floor conflicts
- How are the problems currently resolved
- Pros and cons of current procedures
- A proposed shift to floor management of conflicts through joint problem solving

OBJECTIVES

1. Arrive at a common understanding of conflicts and their consequences.
2. Identify drawbacks of current procedures, to enable a better design for the future.
3. Give participants a sense of partnership in the new design.
4. Collect materials to work on at the following sessions.

MATERIALS

Markers, flipchart, paper.

Handouts:

- Session objectives and outline (optional)
- Session evaluation form

SESSION ACTIVITIES

1. RECAP (10 minutes): Using a transparency, review previous session: remind of goals and overall program structure, explain how today's session fits in with the plan. Review briefly accomplishments of the previous sessions.
2. Discussion of problems (40 minutes): ask people what problems they encounter at work. (a) Produce a list of stories -- problems that come up during work, which tend to disrupt and involve both supervisors and union stewards. Ask for these stories in a pattern (similar to the W's in the steward's handbook, on pre-prepared flipchart sheets, to be saved and edited by the trainer after the session):
   - **WHAT**
   - **WHO**
   - **WHEN**
   - **WHERE**
   - **RESULT**
   - **SO WHAT**

   Get as much detail as possible in order to enable design of solutions in other sessions. Remind participants to focus on the actual dispute and not <u>why</u> it happened.

(b) Alternative to 2(a): Because actual stories are perceived to be "too close to home" it is often difficult for participants to disengage emotionally in order to look at situations objectively. Some students experience silence and frustration as a result during this time. An alternative can be for facilitators to create fictitious stories which are based on real events (created through interviews with stewards and supervisors in advance of the first session of conflict management) which are less emotionally entangled.

3. BREAK (10 minutes).
4. Review current procedures (25 minutes): discuss current dispute handling procedures from the management and union perspective -- sequence of steps, underlying goals and concerns. Whose responsibility is it to decide? How is satisfaction established?.
5. Conflict views (20 minutes): Discuss why the participants think conflicts happen and why currently they are handled the way they are. Record reasons. If possible, note categories that emerge (people, legal, management or union constraints, nature of work, etc.)
6. Wrap-up (10 minutes): review the main points of today's work, what has been accomplished, and what will happen at the next session.

   Note the emerging consensus that the current system is not perfect and might benefit from change, and that participants might be best positioned to bring about this change. Observe that a lot of trouble derives from others than the disputants, stewards and supervisors getting involved. Therefore, the change might mean attempting to handle disputes at floor level. (It is better, but more difficult, to have participants make these observations. At least, stress any of their statements that seems to lead to these conclusions.

❒ NOTES FOR THE TRAINER:

❒ If you are using actual stories of participants

- Write neatly to be able to recover the stories later. They will be needed in later sessions.
- Make sure everyone participates, even if you have to call on them.
- Elicit detail that seems to you useful for later use in terms of reactions to conflict, arguments and outcomes, and the stewards' or supervisors' feelings.
- For each issue, give an example of what you mean them to tell you.
- For some examples, check whether union stewards and supervisors feel the same or differently, by asking what each thinks happened. This will also drive home the fact that different people looking at the same event can see completely different things, one root of conflict.
- Watch for attribution statements (explanation in terms of some characteristic of the disputants). Make notes for later use.
- Prepare a couple of stories based on those reported in the needs assessment (see below), to use if it seems hard to start the discussion. Use them to give an example of what you mean when you ask for the participants' stories. For instance, you can tell the window

story, and mention the extensive disruption as well as the solution (technical -- a change in the floor's ventilation) which might be surprising.

- Floor complaints are usually about: working conditions, personal hygiene of others, windows being open or closed by others (*environmental control*).
- machine problems (no adequate repair -- it is between a person and a supervisor who has to ensure that either the repair is performed by a mechanic, and then the supervisor has to check it before the mechanic leaves, or the complainant is doing something improperly and then the supervisor has to spend time ensuring the person understands how to use the machine properly).
- what type of work they want to take (carts with pieces of several colors are more difficult because they entail loss of time changing the threads) so the rule is to take the lowest number and problems are taken to a supervisor.
- personality clashes at lunch, outside, he said-she said
- windows, fans on-off, carts with disorderly pieces that take longer to process

➢ Prepare some downsides such as time it took to settle, or the number of people who had to get involved, loss of production time and income to workers, or disruptions. If participants are too quiet or have no ideas, ask if something that makes sense to you happened.

➢ Be aware of the current procedures and problem areas as stated in the needs assessment:

- Complaints are taken to a supervisor when it is not a company issue, such as work during break or before the bell, favoritism, eating on the floor or safety violations (which are handled according to rules of the Union or of safety). So in most cases, someone "above" makes decisions to solve floor problems.
- The cooperation from supervisors to workers is not great -- they may not have time or may think it's more of a problem than it is.
- Supervisors may be concerned that if they don't "call the shots" they may not be needed. The garment industry consisting of piece work, aggressiveness may often be associated with success.
- Cultural issues: ethnic workers may not accept women supervisors, so winning small battles might help with acceptance.

➢ Don't be afraid to have some conflicts sparked during the discussion, but try to draw lessons from them consistent with the program. Highlight differences of views, the effect of insults and of "you" statements that purport to describe how the other felt.

➢ **For the next session,** the notes of Session 2 have to be processed:

- If possible, have the list of problems transcribed neatly to be distributed to participants. As an alternative, rewrite on posterboard in orderly fashion and display in the room at the following session.
- Think about a couple of the stories that seem rich enough in detail and possibilities to be selected as cases on which the participants will work from now on. The selections should be different from each other, with obvious costs to all involved and not necessarily with obvious outs.

- Type the stories selected on separate papers, with a clear format that identifies the sequence of events, the parties, etc. Find a short suggestive name for each, for easy reference later.
    - ◊ a brief outline,
    - ◊ who was involved
    - ◊ one downside of the problem to the direct stakeholders
    - ◊ one downside to others than those directly involved
    - ◊ how it was solved
    - ◊ how satisfied the parties are

SESSION 3

TOPICS: UNDERSTANDING THE OTHERS' PERSPECTIVE

- What leads a worker into a dispute
- Why do people do certain things that seem to others counterproductive
- How is the dispute seen by others
- How do disputants feel -- put yourself in someone else's shoes
- What can help and what can hamper the road to solutions

OBJECTIVES

1. Work towards noncritical understanding of people's motives and behavior.
2. Foster the willingness to see things from someone else's point of view and acknowledge it without necessarily agreeing with it.
3. Identify some basic needs that have to be met for people to cooperate in solving problems.

MATERIALS

Markers, flipchart, paper.

Handouts:

- Session objectives and outline (optional)
- Prepare/process notes from "Discussion of Problems" in Session 2
- "Put Yourself In Someone Else's Shoes" handout (see Appendix)

SESSION ACTIVITIES

1. RECAP (10 minutes): Using a transparency, review previous session: remind of goals and overall program structure, explain how today's session fits in with the plan. Review briefly accomplishments of the previous sessions.
2. Case selection (5 minutes): pick some stories from last session to work with (give 4-5 choices, end up with 2-3 stories). Or use fictitious stories (based on interviews previous to training – See Session 2)
3. Group work (30 minutes): break into 3 subgroups (or more, so that each has 5 to 6 people), each assigned to one story. Have each group discuss what happened from the point of view of one party -- the complainant, if applicable (if possible, have them take on roles). See "Put Yourself in Someone Else's Shoes" handout in appendix.
4. BREAK (10 minutes).

5. Present the work (30 minutes): ask the participants to do some critical listening and react to the presentations, telling each other how accurate they think the portrayal was.

   Ask them to put themselves in the others' shoes. Discuss difficulties of seeing things through someone else's eyes. Discuss consequences of misunderstanding others' motives -- how does it make them feel? How does it lead them to react? How does it look to others sometimes? (e.g. dumb, when the problem is one of language.) What do cultural differences mean? (Should one have to understand all cultures? No, one should merely withhold judgment, in case the misunderstanding stems from cultural differences.) Can anything be done to avoid falling in the attribution trap? What does it mean for the stories?

6. Get into groups of two and write down all the ways a problem has come to your attention in the past, whether as a steward or as a supervisor. (10 minutes)

7. DESIGN (15 minutes): How do you know there is a problem that needs attention? Ask participants and have some suggestions prepared (hearsay, observing a disruption, a complaint, etc.). Discuss briefly what will end up being the first step in the dispute resolution process: what should a supervisor or union steward do when aware of a problem? The focus here is on how one would formally conduct a brief investigation and then contact the partner to begin dispute resolution steps to be designed later. Record the suggestions. They should be brought up later, in sessions 7 and 8.

8. Wrap-up (5 minutes): review the main points of today's work, what has been accomplished, and what will happen at the next session.

   Mention (using participants' comments) language and education differences that cause miscommunication. Withholding judgment has no negative consequences; rushing with judgment does. Highlight workers' interdependence as the main reason why it is important to make every effort to understand what drives people to act. A climate of mutual respect and support happens not when expecting others to do things right, but when one initiates and models such behavior (especially true for stewards and supervisors).

9. Evaluation (5 minutes): ask participants to fill form.

❒ NOTES FOR THE TRAINER:

- Try to have mixed work groups – supervisors and stewards.
- Watch for the right issues to emerge from the discussion. If they do not, prompt, following a pre-prepared plan of issues to be covered regarding the understanding of others' motives. Whenever possible, ask others to respond to certain participant observations that seem right on target or completely off.
- It is important for the workshop to be interactive, but session topics should not be sacrificed.
- Refer back constantly to the 3 selected stories. If more information comes out about them, record it carefully to incorporate at the next session. The stories should end up in case study form and could serve as excellent material at future workshops.
- Make mental notes of participants' behavior in groups. At future sessions you may need to make sure certain people do not work together.
- Find a way to check whether participants have complete sets of the materials distributed so far. Stress the importance of saving materials for future refreshers.

SESSION 4

TOPICS: Fact finding skills: listening, communication with partners

- How to find out what really happened
- How to convey understanding
- How to begin the process of solving the problem (trust, reflection before reaction)
- How to engage the partner (supervisor/union steward) in the process (trust, sharing information, mutual respect)

OBJECTIVES

1. Develop the ability to really hear others, delaying reactions.
2. Ensure that a complainant feels he/she has been heard.
3. Develop ways to keep channels of communication and options open for all, to enable problem solving later.
4. Develop a problem solving partnership: engage the supervisor/union steward in a constructive exchange.

MATERIALS

Markers, flipchart, paper.

Handouts:

- Session objectives and outline (optional)
- Effective listening handouts (see Appendix)

SESSION ACTIVITIES

1. RECAP (10 minutes): Using a transparency, review previous session: remind of goals and overall program structure, explain how today's session fits in with the plan. Review briefly accomplishments of the previous sessions.
2. ACTIVE LISTENING SKILLS EXERCISES (35 minutes) Use in-class games and exercises to illustrate the following skills and concepts:

- appropriate use of body language, using open-ended questions, showing acknowledgment, structuring information. Use fact-finding exercise to practice listening skills.

3. BREAK (10 minutes).
4. Discuss listening skills practiced. (25 minutes): How this compares to what normally happens during a dispute and what barriers exist which keep true communication from happening.
5. DESIGN (35 minutes): Starting the joint dispute resolution process.
   - ⇒ (10 minutes) Elicit from supervisors/union stewards how they typically hear of problems from their counterpart (union stewards/supervisors). Lead the discussion in the direction of how they feel when they are yelled at, humiliated or simply surprised by events they should be appraised about.
   - ⇒ (10 minutes) Explore what they would prefer and why, urging them to use listening terms learned during the session. Distribute effective listening list and discuss its completeness.
   - ⇒ (10 minutes) Discuss what they need (from higher levels of management/union) to change the way in which stewards and supervisors initiate communication about a problem; begin developing incentives to solve problems at the floor level; suggestions for discussion might include building mutual trust, taking the time to reflect instead of reacting on the spot, and agreeing on a fixed time after an incident to appraise the partner. Record suggestions to use later (in session 7 and 8).
6. Wrap-up (5 minutes): review the main points of today's work, what has been accomplished, and what will happen at the next session.

❒ NOTES FOR THE TRAINER:

- For the incentives discussion it is very important to have some prodding questions prepared in advance since there will be reluctance and lack of awareness so participants may not be very helpful. Ideally, they will feel comfortable to share how they feel, but it will not be an easy task: *Address the mindset of participants, who get to their positions sometimes because they act adversarially.* They may be frustrated and unaware of it.
- Dwell on the damage caused in any situation by humiliation of the worker, supervisor or union steward. Ask them to remember a humiliating situation and describe the feeling and how long it lingered. Then remind them to put themselves in the other's shoes before engaging in this destructive behavior. Point out that **the pleasure is short-lived but damage lasts for a long time** and comes back to haunt one (not worth it!)
- Some incentives for engaging in problem solving instead of sending problems "up": managing one's own time, getting rid of small stuff; ability to discuss with each other -- ideally, *get that out of them (motivate them).*

SESSION 5

TOPICS: Understanding Conflict Management Styles

- Speaking Skills in Conflict Situation
- Joint tasks
- Skills and strategies that facilitate the building of partnerships for dispute resolution

OBJECTIVES

1. Identify what each individual needs to do to help resolve a dispute
2. Outline the nature of assertive, aggressive and passive behaviors as they relate to dispute resolution and partnerships.
3. Identify what each individual needs to do to help resolve a dispute.
4. List barriers to collaboration and incentives

MATERIALS

Markers, flipchart, paper.

Handouts:

- Session objectives and outline (optional)
-
- Assertiveness and Communication Skills handouts (see Appendix)
- Conflict Management Styles and Strategies (see Appendix)
- Team Conflict Mode Exercise (see Appendix)
- Session evaluation form

SESSION ACTIVITIES

1. RECAP (10 minutes): Using a transparency, review previous session: remind of goals and overall program structure, explain how today's session fits in with the plan. Review briefly accomplishments of the previous sessions.
2. Review/Discuss three behavioral styles and look at communication skills related to each (30 minutes) (See exercises/handouts in Appendix)
3. Conflict styles (20 minutes): Using the Conflict management styles transparency (see Appendix) discuss the dual nature of people's interests in any dispute: concern for self and concern for others. Ask participants to give some examples from their experience (not only work) of this dual concern. Then discuss the 5 styles people adopt in resolving disputes. Explore how each style might affect the other party to a dispute (remind people to put themselves in the other's shoes). Also discuss what are the strategies of choice when the parties are in a long-term relationship, as opposed to a one-time encounter (Would you deal with a car dealer in the same way as with a member of your family? Why or why not?)

4. Conflict strategies (15 minutes): Using the Conflict management strategies transparency (see Appendix) discuss the implications of adopting any of the 5 strategies described, in the context of a floor dispute at the plant. Use Team Conflict Mode Exercise (see Appendix)
5. BREAK (10 minutes).
6. Building relationships (20 minutes): propose that the consensus went towards the problem solver (in the strategies transparency) for work-related disputes. Then using Basics of working relationships (see Appendix) discuss what it takes on an individual's part to enable use of this strategy (and why).

   DESIGN (35 minutes): Discuss barriers and incentives for a working relationship, engaging participants to bring up examples from their own experience. Divide them into 3-4 groups, and ask each group to come up with two or three examples (according to how fast they seem to produce such examples in other sessions) of damaging behavior that prevents a partnership (adding what was negative about their examples) and three examples of instances of partnership-enabling behavior, where they might recognize elements from the Basics list (again, giving their reasons). Record any suggestions for use in Sessions 7 and 8. Summarize by going back to the points listed in the Basics transparency.
7. Wrap-up (5 minutes): review the main points of today's work, what has been accomplished, and what will happen at the next session.

❒ NOTES FOR THE TRAINER:

- Conflict styles: emphasize that styles are to some extent individual characteristics, but they are also a matter of choice (people can adopt different styles in different circumstances). Ask participants if they can think of examples from their lives, e.g. work and family styles -- do they handle in the same way disputes with their co-workers, supervisors, or children?
- Conflict strategies: point out that these "pure" strategies are for purposes of discussion. In reality people use all kinds of mixtures. Carefully allow that all strategies have a place (there is really no right and wrong, but the difference is in what we can achieve with each). Try to engage participants in a discussion of which strategy might be the most workable/successful/implementable etc., steering towards the cooperative one (compromise is really a second best, but still better than the other three). Also: what should be used when you expect to never see your counterpart again? When you expect to see them every day? Highlight the role of problem solving within the cooperative strategy.
- Building relationships: In this session it is important to stress the wisdom of a partnership between supervisors and union stewards for solving many problems at the floor level. Propose that the list of good habits might lead to this partnership IF both sides keep to this style. The first step toward such a partnership is mutual agreement that it is something to strive for. Next, parties need to build MUTUAL TRUST they will stick to it. IT TAKES TIME, so it won't show the next day.
- Barriers and incentives: try to stress the positive, but allow venting. This is one instance where there might emerge real differences between union stewards and supervisors. Try at all times to appear neutral, acknowledge all experiences and point out that this is not a time to establish who was right, but rather a time to go past these differences to build the partnership.

- Bring back everything you hear to what they can see in their handouts and transparencies, to stabilize these concepts and encourage participants to use them in their discussions.

SESSION 6

TOPICS: GRIEVANCE PROCESS AND RELATIONSHIP TO SHOPFLOOR PROBLEM SOLVING (WITH UNITE AND PLANT STAFF)

- Review contract procedure for grievance
- Use problem-solving and dialogue process to identify type of problem it is: shop floor problem or a grievance -- when and how

OBJECTIVES

1. Learn steps in problem solving process, emphasizing initial dialoguing steps.
2. Refresh memory on grievance procedures in order to recognize where it applies if problem solving has not met with success.
3. Create a common understanding between supervisors and union stewards, to enable floor partnerships.

MATERIALS

Markers, flipchart, paper.

Handouts:

- Session objectives and outline
- Contract portions referring to grievance procedures
- Problem Solving/Brainstorming handout (see Appendix)
- Session evaluation form

SESSION ACTIVITIES

1. RECAP (10 minutes)
2. The grievance procedure (20 minutes). Diagnose what is a grievance. Use Union module.
3. BREAK (10 minutes).
4. Defining Shop Floor Problems vs. Grievances (40 minutes). Review grievance steps and the role of supervisor and union steward in the procedure. Discuss how it can be conducted while preserving the partnership and enabling problem solving at other times. Management and union representative talk about their definition of a grievance and their definition of a shop-floor problem.
5. Using instances arising from actual situations, begin practice in problem solving process (See Problem Solving/Brainstorming handout in appendix) (1 hour)

SESSION 7

TOPICS: Problem Solving Practice

- Where it is appropriate
- What and who it takes to be successful
- What are the usual steps
- When to begin and when to stop

OBJECTIVES

1. Develop the ability to diagnose problems and strategize to solve them.
2. Learn how to make the best of partners and resources.
3. Recognize success or the time to "send the problem up".

MATERIALS

Markers, flipchart, paper.

Handouts:

- Session objectives and outline (optional)
- A few Session 2 stories, in standard summary format, on separate pages
- Session evaluation form

SESSION ACTIVITIES

1. RECAP (15 minutes): Remind of goals and overall program structure.
2. Play arm-wrestling game (10 minutes):
   - ask everyone to find a partner
   - arm-wrestle for 2 minutes
   - each time one's arm touches the table, the other gets a point.
   - the object for everyone is **to get as many points as possible.**

   Have people report points in each pair, and write down for everyone to see.

Discuss the meaning of this exercise: sometimes people get so wrapped up in competition they damage their own goals. Note what little effect the cooperation discussion has had on this behavior, to show how persistent the competitive strain is in our minds. That might account for some of the floor difficulties in resolving disputes.

3. **DESIGN** (35 minutes): Come up with work problem which is typical of a shopfloor problem. Think how such problems are usually solved.Divide participants in groups and have them discuss for about 15 minutes.
   - ◊ What aspects underlie the apparent issues
   - ◊ Why the current ways of dealing with the problem might be wanting (for whom)
   - ◊ How a supervisor-union steward partnership might work in this case
   - ◊ Pros and cons of trying to solve the problem at floor level
   - ◊ What supervisors/union stewards think the other needs to do to resolve the problem

   Bring participants back together to share their work. Have a speaker from each group summarize the work and if there is time, ask others react to the reports.
4. BREAK (10 minutes).
5. Problem solving principles (15 minutes): supervisors and union stewards facilitate the process for those involved in the dispute (discuss steps). Discuss
   - ◊ joint fact finding
   - ◊ individual reflection -- developing suggestions (brainstorming process)
   - ◊ joint debate of possible solutions
6. Problem Solving Practice (1 hour): how would joint problem solving work in the stories? What are hints of success or failure? Divide the participants again into the same groups, have them work on a story and report 3 ways to solve it and how they think the parties might like it. Remind them to put themselves in others' shoes, communicate non-judgmentally and focus on solutions rather than on identifying who is to blame (what to do next, rather than why it all happened).
7. Wrap-up (5 minutes): review the main points of today's work, what has been accomplished, and what will happen at the next session.

❒ NOTES FOR THE TRAINER:

- ➢ In steps where a series of activities is required, it is desirable to put the list on a transparency to be displayed during the relevant segment. For instance, for point 2 above the items should be listed for all to see as they work in groups.
- ➢ Problem solving steps: have transparency displayed while discussing them. Avoid lecturing for a lengthy period, but highlight some key features, such as orientation to the future (what to do next) rather than to the past (what went wrong).
- ➢ Observe that during all these procedures both supervisors and union stewards need to keep copious notes for themselves, for clarity and reflection as well as for the case where

the problem has to be "sent up". Discuss briefly what are useful notes, propose a journal with several uses: as a record as well as a resource to be called upon in other situations.

- If possible, have participants work on someone else's story.
- Arm-wrestling: everyone will take it very seriously and competitively. If the trainer is lucky, at least one pair will discover that cooperating and taking turns will yield many more points for each than straight wrestling. That will make its own point. However, if that does not happen, the trainer needs to point it out. The trainer could do that if he/she has to play (if there is an odd number of participants).
- Since some principles and steps are similar to those found in the steward book (focusing on winning a grievance) especially those related to fact-finding, it is necessary to acknowledge the similarity and then highlight the differences in purpose and outcome. One key difference is the timing: this program works immediately upon the eruption of a conflict, BEFORE any steps (such as worker discipline) have been taken by either side.

SESSION 8

TOPICS: CREATION AND IMPLEMENTATION OF A DISPUTE RESOLUTION PROCESS

- Design a set of steps agreeable to all for approaching floor problems
- Agree on how supervisors and managers will handle their parts
- Debug: agree on what to do when there is a process problem
- Wrap-up: discussions and post-training evaluation.

OBJECTIVES

1. Begin the long process of developing a partnership between management and union for addressing floor problems.
2. Get consensus on a process for designing disputes.
3. Identify what results can be expected when.
4. Emphasize how to monitor and keep process alive.
5. Help improve the workshop design through evaluations.

MATERIALS

Markers, flipchart, paper.

Handouts:

- Session objectives and outline (optional)
- Shirt-pocket reminder (see Appendix)
- Program evaluation form

SESSION ACTIVITIES

1. RECAP (10 minutes): Using a transparency, review previous session: remind of goals and overall program structure, explain how today's session fits in with the plan. Review briefly accomplishments of the previous sessions.
2. Review of principles (10 minutes): Prepare for the design stage by reviewing briefly the key points of the workshop, including attitudes, partnerships, listening, putting oneself in the other's shoes, conflict management styles and strategies, etc. Bring it together by asking participants to begin thinking of ways to integrate all into a process acceptable to management and union for tackling floor problems.

3. Mark this session as turning point during which everything will be brought together in the design of a process participants will agree to follow in order to attend to problems at floor level. All previous sessions have led to this point. The process to be designed involves:

- all parties' participation in design
- all parties' agreement that they will give it a try
- a joint effort to build partnerships over time
- an expectation that results take time to show

4. Tasks outline (10 minutes): Establish some needs that have to be reflected in the design (try to elicit these step, but have them prepared in case they do not come up with a complete set; make sure to accept any additional step they might argue is necessary):

   ◊ IDENTIFYING A PROBLEM (complaint or observation and active investigation by supervisor or union steward)

   ◊ FACT-FINDING/INVESTIGATE (which involves active listening, individual reflection, and triggering the partnership steps)

   ◊ TEAM PROBLEM SOLVING with the parties, or in 2 stages (first just supervisor and steward, then with the parties)

   ◊ MAKING DECISIONS AND RECORDING A SOLUTION

   ◊ MONITORING AGREEMENT(jointly by supervisor and steward)

   ◊ Keeping process alive (what mgt./union leadership can do to systematically teach the process)

   Remind participants that they have been working on components of this process in previous sessions. If possible, bring back notes from sessions 3, 4, 5, 6, 7 where they have agreed on some desirable process features (the tasks labeled **DESIGN**).

5. **DESIGN** (15 minutes): Divide participants into groups corresponding to the tasks (there should be supervisors and stewards in all groups). Ask them to think about the ideal set of steps for each task. Ask them to think and discuss what purpose each step would serve, so they can share their rationales with the others.

6. BREAK (10 minutes).

7. **DESIGN** (continued, 15 minutes): Continue the design activity. remind participants their work will actually be implemented, so they need to give it careful consideration.

8. Process integration (20 minutes): Put the design together, by combining the proposed steps. Let each group present its steps and allow for clarifying questions.

9. Wrap-up (5 minutes): review the main points of today's work, what has been accomplished, and what will happen at the next session.

10. Evaluation (5 minutes): ask participants to fill form.

11. Post-training assessment (5 minutes). Before distributing, remind participants of some of the pre-training assessment results.

12. Free discussion (15 minutes): look back at what we set out to accomplish, early expectations and sense of having reached goals. Discuss:

- Periodic reviews of the dispute resolution process and the possibility of fine-tuning procedures; training new stewards and supervisors in the new rules.
- A refresher or acculturation component (for reminding workers and for teaching new ones how the dispute resolution process works)
- Design a reminder ("that fits in a shirt pocket"): promise to distribute the pocket reminder of steps to resolve conflicts before they become grievances.

❒ NOTES FOR THE TRAINER:

- Stress the voluntary nature of the arrangement (anyone can bail out at any time) and that it does not affect what happens next if it's not settled.
- Protect the contract grievance procedure by explaining where it fit in the process and asking designers to make it part of the process (specify where it would begin, and what would trigger it -- whether failure to agree or comply or both)
- Remind whenever possible of some attitudes necessary for the process to work:
  - ⇒ understand the issue (listen to disputants, discuss with partner)
  - ⇒ put yourself in the disputants' shoes -- understand the underlying needs
  - ⇒ refrain from blame, or digging into "why"
  - ⇒ the solution should include timing, exact steps, contingencies for noncompliance
  - ⇒ test and monitor the solution (where applicable): implement for a short period, check back to see that it was resolved, adjust in agreement with disputants and partner
  - ⇒ implement final version
  - ⇒ keep checking (make a log of issue and solution, and periodically check back)
- It would be extremely useful to have posted in the room notes from previous sessions on process components such as fact finding, initiating the partnership between supervisor and union steward, problem solving, etc. If such posters are present, draw the group' attention to them and try to have them sit close to the poster relevant tot he group task (for example, the fact finding group should be seated next to a poster reminding them of what they came up with in Session 4.
- As solutions are discussed, emphasize the importance of clarity and completeness (if possible, have these items prepared on a poster for the solutions group):

▯ what everyone agrees to do, when
▯ what everyone will do if anyone does not abide by the agreement (actions, contacts)
▯ when and how the agreement is monitored, by whom
▯ what happens if the solution fails

- As the fact-finding step is discussed, emphasize the need for stewards and supervisors to keep a careful journal including dates and times of contact (with whom) and reflections

immediately after the contact, ideas, agreements and disagreements, reminders for next steps, etc. These journals are personal and private, to be shared with partners only if that is acceptable to the journal owner.

APPENDIX

- Session plan form, to be distributed at the top of each session
- "Put Yourself in Someone Else's Shoes" handouts (Session 3)
- Effective listening handouts(Session 4)
- Assertive, Aggressive, Passive Behaviors and Communication Styles related to each
- Conflict management styles (Session 5)
- Conflict management strategies (Session 5)
- Team Conflict Mode Exercise (Session 5)
- Basics of working relationship (Session 5)
- Brainstorming and problem solving procedures handout (Session 6,7)
- Individual decisions for solving problems (Sessions 7, 8)
- Joint decisions for solving problems (Sessions 7, 8)
- Shirt-Pocket reminder form (Session 8)
- Dispute Resolution process
- Program evaluation form, to be distributed at the last session
- Transparency notes for the trainer
- Design posters (templates for Sessions 2-5, 7-8)
- UNITE and Mgt. Training Conflict Management Outline (for four sessions)

SESSION PLAN FORM

Session # ____ Date

OBJECTIVES

-
-
-

ACTIVITIES

1.
2.
3.
4.

PARTICIPANTS

INSTRUCTOR _____

EFFECTIVE LISTENING

SEEK INFORMATION: "OPEN THE DOOR", THEN

POSTURE

- Make yourself at ease
- Focus on speaker
- Make eye contact
- Watch body language (yours, the other's)

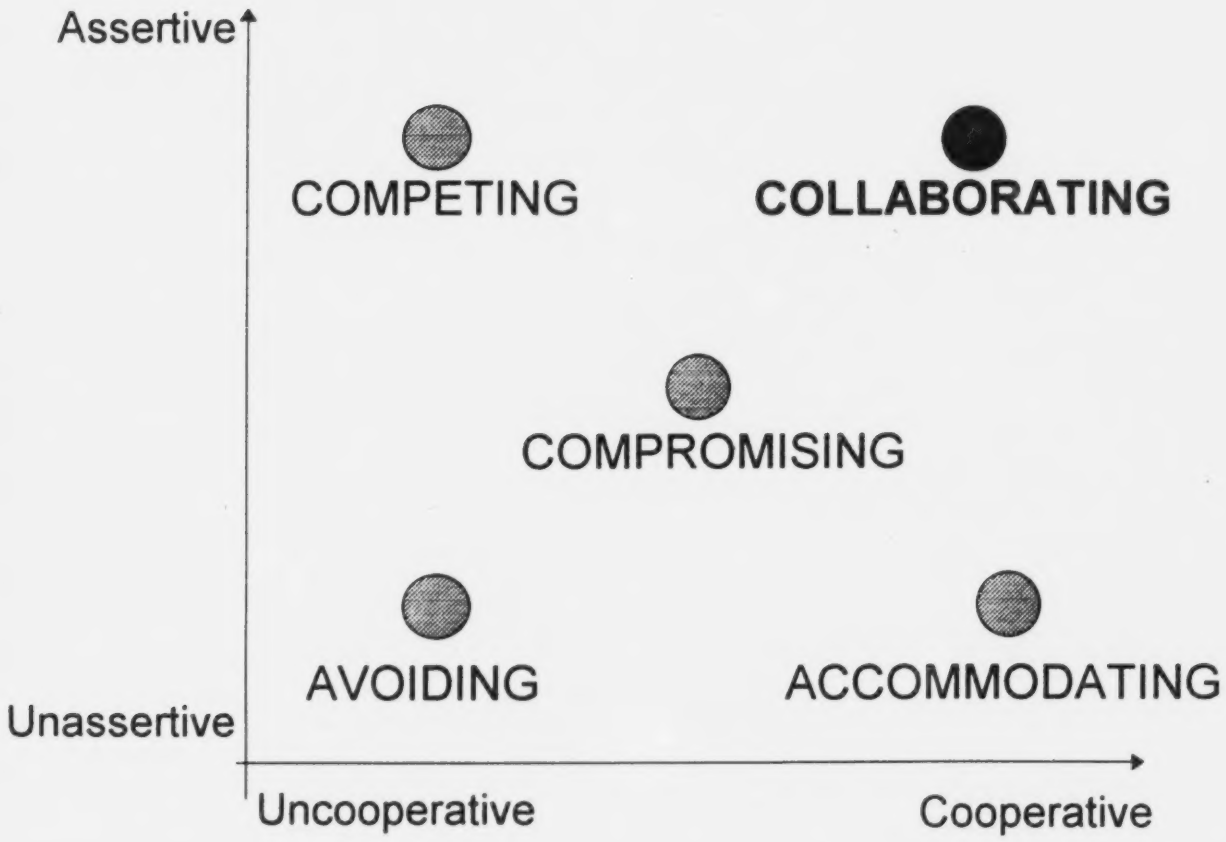
ATTITUDE

- Ask clarifying questions
- Withhold judgment
- Restate periodically (mirroring)
- Summarize key points at the end

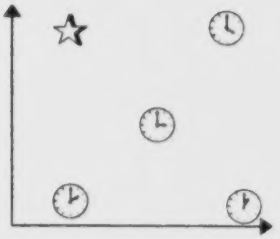
RESPONSE

- Be encouraging ("Go on, "I see")
- Do not give your opinion of person/issues
- Do not respond on the spot
- Explain what you will do next

CONFLICT MANAGEMENT STYLES



CONFLICT MANAGEMENT STRATEGIES



THE TOUGH BATTLER COMPETES:

- Has little concern for relationships
- Pursues own goals at the expense of others

THE FRIENDLY HELPER ACCOMMODATES:

- Has strong concern for relationships
- Sacrifices own goals for the benefit of others

THE AVOIDER STAYS OUT OF IT:

- Has strong dislike for interactions
- Postpones own goals rather than do something

THE COMPROMISER SPLITS THE DIFFERENCE:

- Has concern for viable (not best) outcomes
- Pursues own goals but not at the expense of a solution

THE PROBLEM SOLVER COLLABORATES:

- Has concern for relationships
- Pursues own goals and satisfaction for others

BASICS OF WORKING RELATIONSHIPS

Be unconditionally constructive:

- Balance emotion with reason
- Learn how others see things
- Always consult others before deciding
- Listen
- Be WHOLLY TRUSTWORTHY but not WHOLLY TRUSTING .
- Deal seriously with those with whom you differ

Adapted from *GETTING TOGETHER* by Fisher and Brown (1988)

INDIVIDUAL DECISIONS FOR SOLVING PROBLEMS

Enhance your ability to help everyone:

☆ **THINKING TIPS:**

- Put yourself in the other's shoes
- Stay nonjudgmental
- Separate people from problems
- Check your assumptions

PROCESS TIPS:

- Respond timely
- Plan carefully
- Play "what if" games

JOINT DECISIONS FOR SOLVING PROBLEMS

Foster problem-solving atmosphere:

☆ **COMMUNICATION TIPS:**

- Frame your suggestions positively
- Avoid "why", use "what for" questions
- Avoid asking people to justify/defend the past

PROCESS TIPS:

- Listen to what others say
- Respect confidentiality
- Seek inclusion of all affected by problem/solution
- Don't "handle" problems -- involve the others
- Provide face-saving opportunities

SHIRT POCKET REMINDER FORM

DISPUTE RESOLUTION PROCESS STEPS

A complaint is lodged by someone on the floor.

Attempt to engage in problem solving.

FAST is not BETTER, but SLOW is BAD

1. Identify all parties to the complaint
2. Stop and think
3. Begin process steps
4. Record agreement
5. Check implementation

Remember that a bad solution is worse than a grievance:

After an honest problem solving attempt, go to plant/union procedures.

DISPUTE RESOLUTION PROCESS STEPS

A complaint is lodged by someone on the floor/An incident has occurred. → BEGIN PROCESS.

Individual steps: union steward or supervisor

1. IDENTIFY ALL THE PARTIES TO THE COMPLAINT: put together a list, if necessary by talking to everyone who appears to be involved. Record in your journal.
2. STOP AND THINK: using your experience, plan and record a strategy that includes
   - finding time and place;
   - deciding who needs to be present for solving the problem. Make sure union steward and floor manager are included;
   - thinking about the problem: How do the parties feel? What might they need? What could help?

Joint steps: union steward and supervisor in partnership

3. BEGIN PROBLEM SOLVING: bring parties together at an acceptable place and time,
   - hear all sides, make sure they listen to each other, and take notes;
   - ask each side to report on own feelings and needs (no insults or reporting on the others);
   - ask everyone to spend a brief time thinking of solutions that could be acceptable to all; union steward and floor supervisor should come up with ideas too;
   - discuss ideas and check for acceptability; if more information is needed (management or union approval) write down ideas and adjourn until the information is available;
4. RECORD AGREEMENT: if parties appear ready to agree,
   - discuss fine points
   - write down terms of agreement
   - include contingencies (who does what, and what happens if they don't)
   - agree on review time which is union steward's or floor manager's responsibility
   - check parties' satisfaction with the process, and ask for improvement suggestions
5. CHECK IMPLEMENTATION: respect promises of review and consequences for those not holding up their end, by
   - checking at the promised time that the agreement is upheld by all
   - checking satisfaction (if some do not like it, you may want to discuss it again with all parties)
   - keeping a record of the case for future reference

PROGRAM EVALUATION FORM

Role of participant: _____

We'd like to know what you think about this program. Check what matches your feelings (very much, OK, or not at all) and give us any suggestions you might have.

PROGRAM CONTENT

Interesting?	Very much__	A little__	Not at all___
Relevant to you?	Very much__	A little_____	Not at all___
Did what it promised?	Very much__	A little _____	Not at all___

SUGGESTIONS: write here if you have ideas to make any program part better.

_____

_____

_____

_____

_____

_____

PROGRAM EVALUATION FORM (CONTINUED)

MATERIALS

Clear?	Very much__	A little_____	Not at all___
Suitable content?	Very much__	A little_____	Not at all___
Useful?	Very much__	A little _____	Not at all___

SUGGESTIONS: write here if you have ideas to make the materials clearer or more useful.

_____

_____

_____

_____

HANDOUTS

Clear?	Very much__	OK____	Not at all___
Suitable content?	Very much__	OK____	Not at all___
Useful?	Very much__	OK____	Not at all___

SUGGESTIONS: write here if you have ideas to make the materials clearer or more useful.

_____

_____

_____

_____

INSTRUCTORS

Helpful?	Very much__	OK____	Not at all___
Responsive?	Very much__	OK____	Not at all___
Knowledgeable?	Very much__	OK____	Not at all___
Resourceful?	Very much__	OK____	Not at all___

SUGGESTIONS: write here if you have ideas for instructors to do a better job.

_____

_____

_____

_____

TRANSPARENCY NOTES FOR THE TRAINER

PROGRAM GOALS AND PLAN

- Make this into a transparency and open each session by displaying it and pointing to what has been accomplished so far and where we are headed (opening item at each session).
- You could color the squares for finished sessions as you go, to give visual expression to the progress.
- At times, after session 2 or 3, you could let participants go through the routine of reminding themselves about goals, and about what was accomplished at the last session.

SESSION PLAN FORM

- At least at first two sessions, walk participants briefly through the form and explain how it is going to be used -- for improving future training programs and the remainder of this one.

EFFECTIVE LISTENING, SESSION 4

- Explain this form is by no means complete. Offer to add observations from participants, especially if specific to their work.
- Distribute this form only during the discussion, not at the beginning of the session.

PUT YOURSELF IN THE OTHER'S SHOES ROLE PLAY, SESSION 4

- Choose the exercise with which you feel most comfortable (SPA or AB).
- Display transparency with game rules while people are playing.
- Circulate among pairs and eavesdrop, to bring up issues during the discussion.

CONFLICT MANAGEMENT STYLES AND STRATEGIES, SESSION 5

- Present these two transparencies one after the other (you may want to include them in handouts)
- Go over them slowly, trying to sell people on the visual configuration of the 5 styles and on their names, for later reference in those terms.
- Do not convey that any of these is bad, but rather that there is a place and time for each. In the workplace, with supervisors and union stewards, 4 and mostly 5 may lead to the most desirable outcomes.
- Keep these two slides handy for bringing out during various discussions.

BASICS OF WORKING RELATIONSHIPS, SESSION 5

- Use this transparency where needed in the process of designing a dispute resolution process.

INDIVIDUAL/JOINT DECISIONS FOR SOLVING PROBLEMS, SESSIONS 7, 8

- Use this transparency where needed in the process of designing a dispute resolution process.

SHIRT-POCKET REMINDER, SESSIONS 7, 8

- This is a template around which to build the Dispute Resolution Process. Participants may end up using different words or creating slightly different steps. It is very important to redesign the template to reflect their input so they can recognize it.
- Use this template as a reminder of what steps are necessary. If you think any important aspects are missing, ask participants questions that may lead them to add the missing steps.
- This transparency is rather difficult, since until the last session people will be working at devising it. Therefore, the trainer needs to plan ahead for some options.
    - Present it as is at the end of the 8th session, pointing out differences and promising a revision at a later time;
    - Do not present it at all; use it as a guide for the 8th session and produce a similar form by hand on a transparency. Again, promise a revision at a later time;
    - Other (according tot he circumstances).
- If possible, print the final form DOUBLE-SIDED in fine print, on some rigid medium (like a tip card or pocket calendar) so it can indeed be tucked in a shirt pocket.
- Arrange to have a small number of large posters produced, to be posted at some key locations for quick reference by all, including floor workers involved in disputes.
- Whatever the selected option, it is critical that promises be kept for revision and production of posters or shirt-pocket cards.

PRE-ASSESSMENT, SESSION 1

- Walk participants briefly through the form and explain how it is going to be used.
- Glance at the forms to ensure they have been correctly filled.

POST-ASSESSMENT, SESSION 8

- Before distributing, remind participants of the results of the pre-assessment results.
- Walk participants briefly through the form and explain how it is going to be used.

- Glance at the forms to ensure they have been correctly filled.

SESSION EVALUATION FORM, EVERY SESSION

- At least at first two sessions, walk participants briefly through the form and explain how it is going to be used -- for improving future training programs and the remainder of this one.
- At each session, stay while participants are filling the form, so they can tell it is important.
- Glance cursorily over forms to check if people have understood how to fill the form.
- After each session, consult forms briefly. If there is any key comment (praise or criticism) that seems particularly thoughtful or heartfelt, acknowledge it at the following session and even mention what would be done with it (change something at the next training according to the suggestion, for example) to show participants that evaluations really count.

PROGRAM EVALUATION FORM, SESSION 8

- Before distributing, remind participants of their expectations stated at Session 1.
- Walk participants briefly through the form and explain how it is going to be used -- for improving future training programs.
- Glance at the forms to ensure they have been correctly filled.

DESIGN POSTERS

Suggestions for posters to be collected from participants' work during

DESIGN steps in Sessions 3-8

Trainers: use the posters below as starters for collecting participants' input.

Alter to reflect session work, but where appropriate add your input (if they forget key aspects or add impractical ones)

Session 2: Record stories from work in standard format

STORY

- WHAT
- WHO
- WHEN
- WHERE
- RESULT
- SO WHAT

ALTERNATIVE FORMAT

- ◊ a brief outline,
- ◊ who was involved
- ◊ one downside of the problem to the direct stakeholders
- ◊ one downside to others than those directly involved
- ◊ how it was solved
- ◊ how satisfied the parties are

Sessions 3 and 4: how might a union steward or supervisor detect floor problems, and what to do next)

If a Steward/Supervisor notices:

→Observation

→Disruption -- argument, fight

→Complaint

→

Then:

→Begin individual fact finding

→Listen, record, reflect, plan

→Contact partner (Supervisor/Steward)

→Plan joint steps

Session 5: barriers and incentives for a working relationship/partnership between union stewards and supervisors

BARRIERS

1.

2.

3.

4.

5.

6.

INCENTIVES

1.

2.

3.

4.

5.

6.

Session 7: Diagnostic tool to be jointly used by steward and supervisor

- ◊ What aspects underlie the apparent issues
- ◊ How a supervisor-union steward partnership might help
- ◊ Pros and cons of trying to solve the problem at floor level
- ◊ What supervisors/union stewards think the other needs to do to resolve the problem
- ◊
- ◊

Session 7: Problem solving steps

- hear all sides, make sure they listen to each other, and take notes;

- ask each side to report on own feelings and needs (no insults or reporting on the others);

- **ask everyone to spend a brief time thinking of solutions that could be acceptable to all; union steward and floor supervisor should come up with ideas too;**

- discuss ideas and check for acceptability; if more information is needed (management or union approval) write down ideas and adjourn until the information is available;

Session 8: Dispute Resolution Process

◊ IDENTIFYING A PROBLEM (complaint or observation and active investigation by supervisor or union steward)

⇒ understand the issue (listen to disputants, discuss with partner)

◊ FACT-FINDING (which involves active listening, individual reflection, and triggering the partnership steps)

⇒ put yourself in the disputants' shoes -- understand the underlying needs

⇒ refrain from blame, or digging into "why"

◊ JOINT PROBLEM SOLVING with the parties, or in 2 stages (first just supervisor and steward, then with the parties)

◊ IDENTIFYING AND RECORDING A SOLUTION

⇒ the solution should include timing, exact steps, contingencies for noncompliance:

- what everyone agrees to do, when
- what everyone will do if anyone does not abide by the agreement (actions, contacts)
- when and how the agreement is monitored, by whom
- what happens if the solution fails

◊ MONITORING (jointly by supervisor and steward)

⇒ test and monitor the solution (where applicable): implement for a short period, check back to see that it was resolved, adjust in agreement with disputants and partner

⇒ implement final version

⇒ keep checking (make a log of issue and solution, and periodically check back)